

AB



KG2

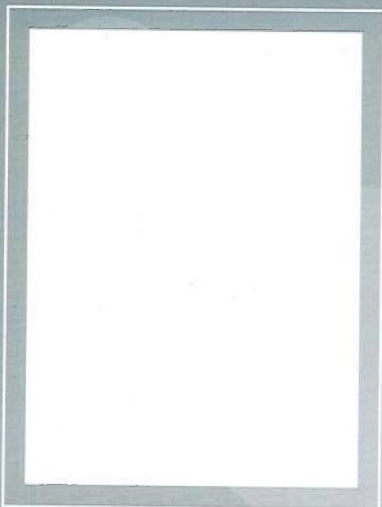
# Connect Plus

Term I

Activity Book







**Name:** .....

**School:** .....

**Class:** .....

**Year:** .....





KG2

# Connect Plus

Activity Book

Term 1



Wendy Cherry



## Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.



## **A Word from the Minister of Education and Technical Education**

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**  
**Minister of Education and Technical Education**



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# Let's remember

Theme 1:  
Who am I?



1 Look, read and circle

1



doll / robot

2



apron / cap

3



hen / rabbit

4



leaves / fruit

5



bicycle / bus

6



circle / square

7



hand / foot

8



child / adult

9



windy / rainy



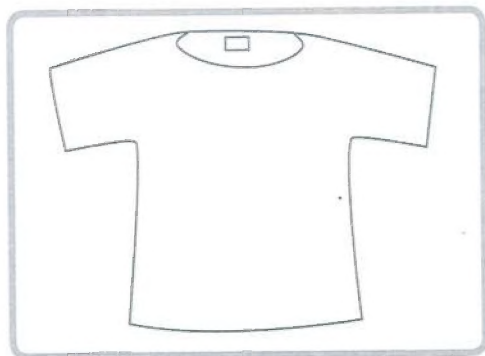
Theme 1:  
Who am I?



1 Read, trace and match



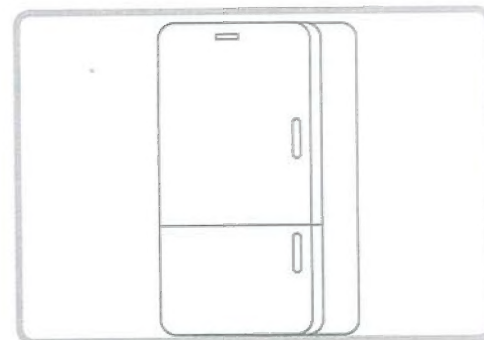
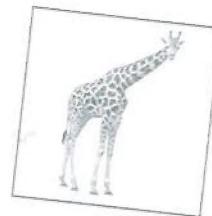
2 say



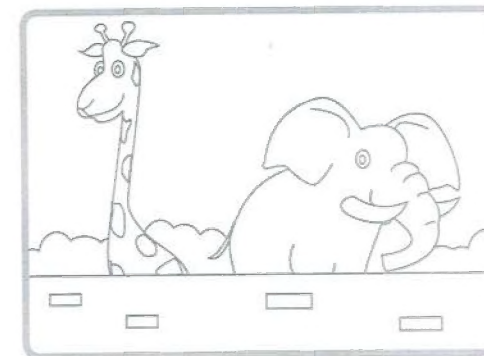
Clothes



Toys



Food



Animals





# Let's remember

Theme 2:  
The world around me



1 Look and blend



2 Write and say

1



sad

2



3



4



5



6



7







## 1 Read and choose



## 2 Write and match

travels wood monkey carrots wears

① The plane is made of .....

② There are six .....

③ At school, he ..... a uniform.

④ A ..... eats bananas.

⑤ A car ..... on land.



## Theme 2: The world around me



# Theme 1:





# Who am I?





## I can jump!



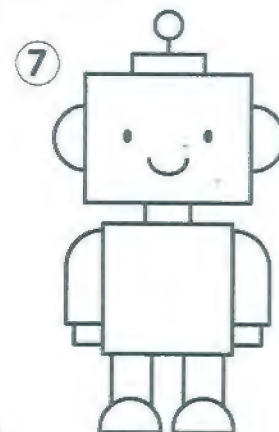
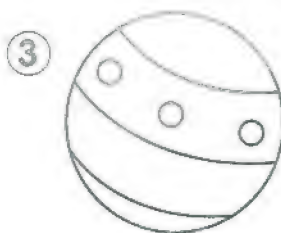
1 Look, read and match



2 Listen and check



3 Color



six

Adam

Dina

blue

red

robot

teddy bear



# How old is she?



1 Look, write and say



① He is \_\_\_\_\_  
years old.



② She is \_\_\_\_\_  
\_\_\_\_\_.



③ He \_\_\_\_\_  
\_\_\_\_\_.



④ \_\_\_\_\_  
\_\_\_\_\_.



# I can hop



1 Listen and choose. Then point and say

1



2



3



4



2 Look, write and say



1 He can \_\_\_\_\_.



2 She can \_\_\_\_\_.



# He/She is ...



1 Read and circle



2 Role-play



She is a girl. / He is a boy.   She is a girl. / He is a boy.   She is a girl. / He is a boy.



She is a girl. /  
He is a boy.

She is a girl. /  
He is a boy.

She is a girl. /  
He is a boy.

She is a girl. /  
He is a boy.

Language: He is.../She is...



# Families are different!

Reading and writing

Unit  
1



1 Draw and write

My family

I have \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s).





Look and write. Then point and say

aunt

daddy

cousin

sister

mommy

brother

uncle

cousin

Language: He is my... / She is my...

# My family

Reading and writing

Unit  
1



1 Look, read and complete

aunts

uncle

cousins



Hany has three \_\_\_\_\_.

He has two \_\_\_\_\_.

He has one \_\_\_\_\_.



2 Draw and write about yourself

I have \_\_\_\_\_ aunt(s).

I have \_\_\_\_\_ uncle(s).

I have \_\_\_\_\_ cousin(s).





1 Read, color and draw



He likes blue.  
He likes cars.  
He likes apples.



She likes green.  
She likes teddy bears.  
She likes salad.



kkWw

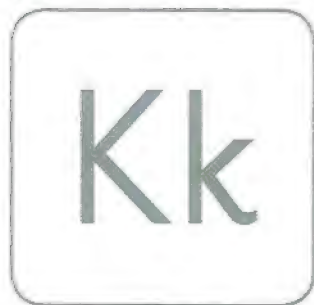
# Learn sounds with Busy Bee

Phonics

Unit  
1



1 Listen and match. Then trace and say



kick Kareem book web Wael cow



abcdefghijklmnopqrstuvwxyz

Phonics: The k and w sounds





# kkWw Learn to write with Busy Bee!

Writing Unit 1



1 Trace and write

monkey

web

kick

wet

① I can



② This is a



③ I am



④ This is a



ABCDEFGHIJKLMNOPQRSTUVWXYZ

# Exercising is healthy!

Connect with PE

Unit  
1




1 Cut and color. Then stick and say

Healthy

Unhealthy

Language: This is healthy / unhealthy.

 Go to page 83



# The same or different?



1 Look, trace and say



same /  
different



same /  
different



same /  
different



same /  
different



same /  
different



same /  
different



# A picnic

Story

Unit  
1



1 Read and circle



① Adam and Dina are in  
the park / house.



- ③ Amir can / can't run.  
④ Amir can / can't climb.



② Amir has hurt his arm / leg.



⑤ Amir can jump rope / kick  
the ball.



# A picnic



1 How does Amir feel? Look, color and trace

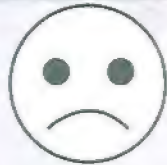


2



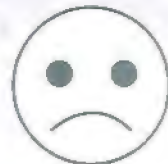
happy

sad



happy

sad



happy

sad

# An action spinner

Project **Unit 1**



1 Draw and write

A large, empty rectangular box with a light blue border, intended for drawing and writing.

This is me. I can \_\_\_\_\_.



2 Draw or stick and share

A large, empty rectangular box with a light blue border, intended for drawing or sticking and sharing.

This is me and my spinner.



# Show and tell

Unit  
Review **Unit 1**



1 Draw and write

My favorite animal is \_\_\_\_\_.



2 Think and color

Unit 1



3 Color and stick



Unit 1

Teacher assessment



Go to page 85



1 Look, match and say







**1 Read and trace**

a An author writes books.

b A farmer grows plants.

c A baker makes bread.

d A firefighter puts out fire.

e A doctor helps sick people.

f A scientist does experiments.



**2 Match**

1



4



2



5



3



6



# This is my house

Writing

Unit  
2



1 Look and write



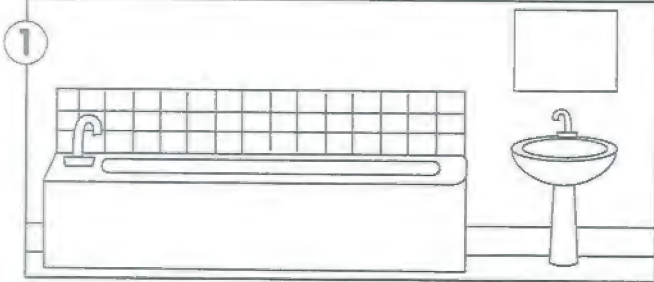
2 Color

kitchen

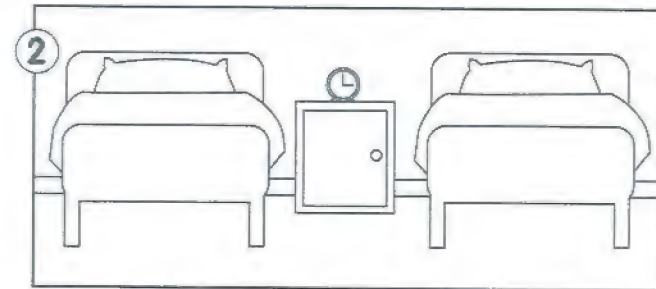
bedroom

living room

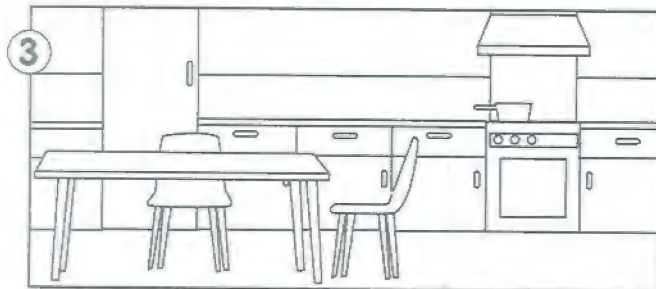
bathroom



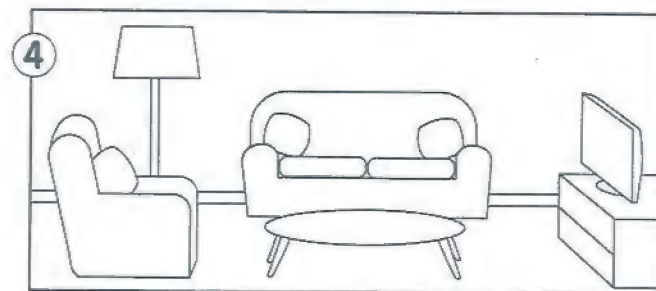
This is my \_\_\_\_\_.



This is my \_\_\_\_\_.



This is my \_\_\_\_\_.



This is my \_\_\_\_\_.



# This is my street

Writing

Unit  
2



1 Trace and match

① This is my street.

② This is my village.

③ This is my city.

④ This is my country.





1 Read and draw



Reading

Unit  
2

This is my house. I live here.

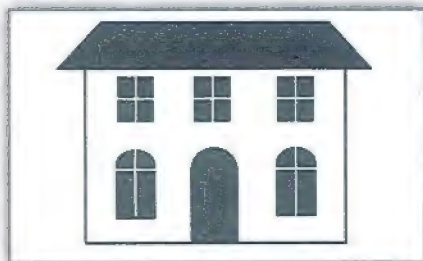


# My street map

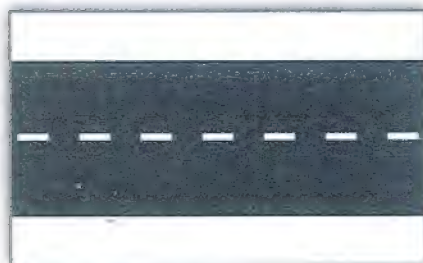
Connect with Geography **Unit 2**



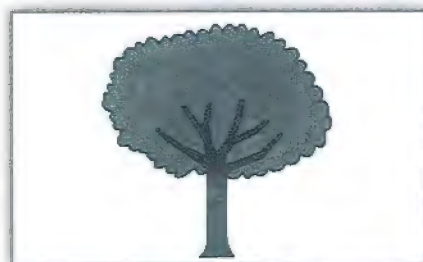
1 Think and draw



My house



My street



My tree



2 What else can you see? Think and draw

---

---

---

---

---

---

---

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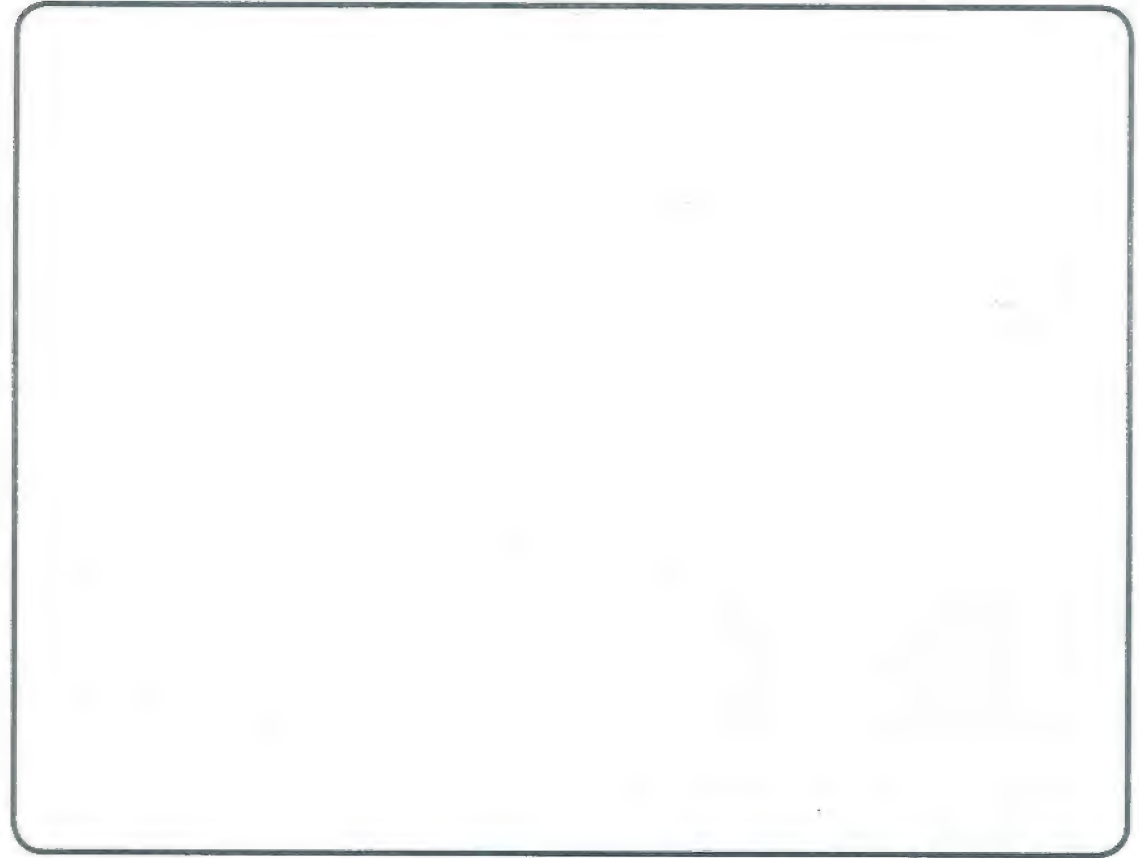
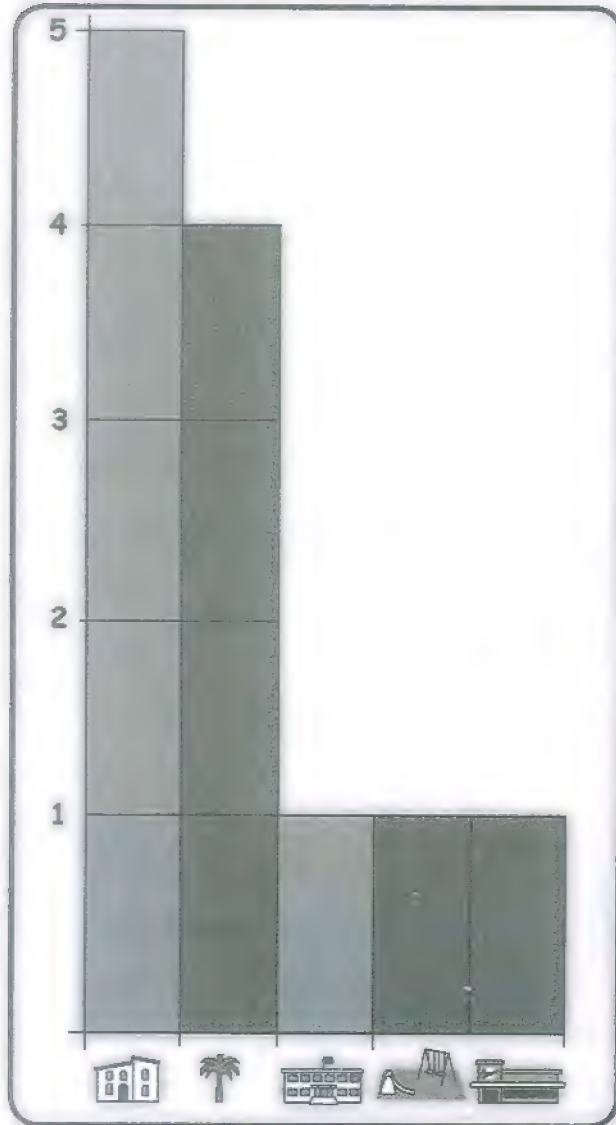
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1 Look and draw



2 Point and say



There are five houses.

There's one school.





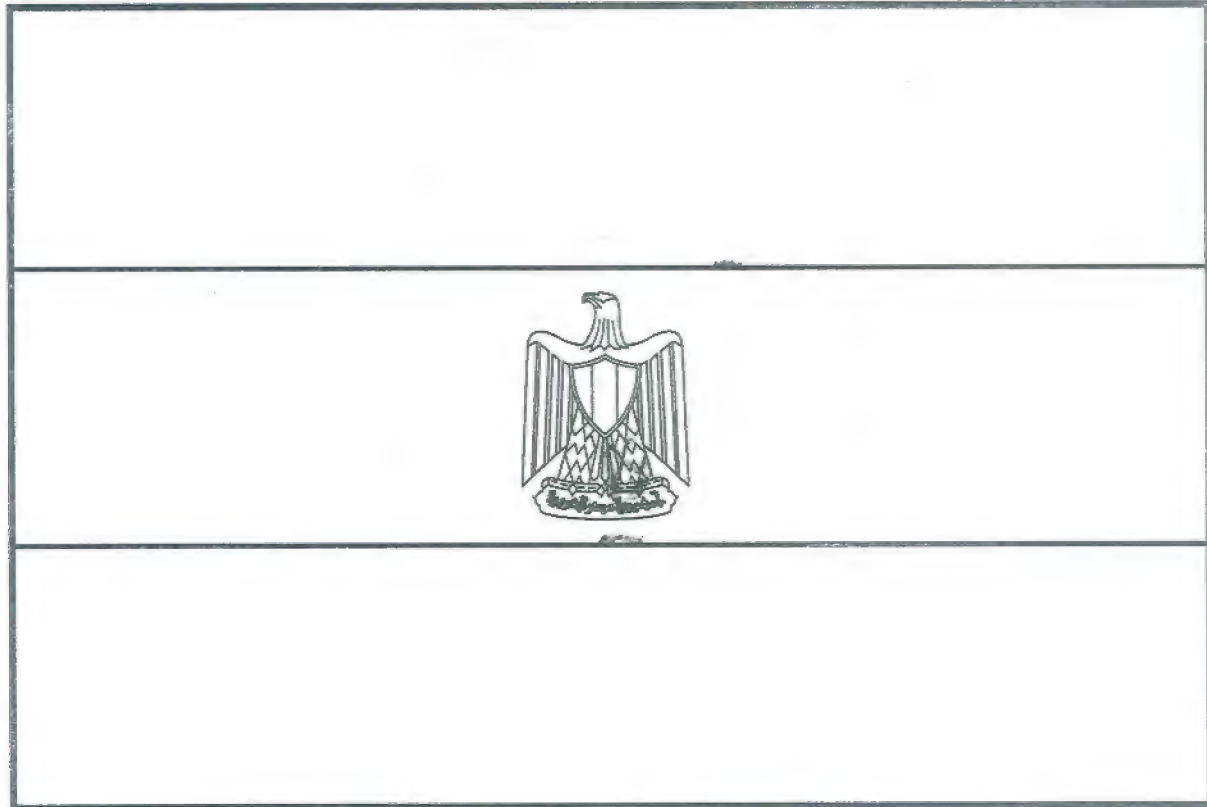
# My country, my flag

Connect with Art

Unit  
2



1 Color the flag



2 Read and complete

eagle red white black

My flag is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

There is a yellow \_\_\_\_\_.



3 Trace and read

I love Egypt.



Ff Gg

# Learn sounds with Busy Bee!

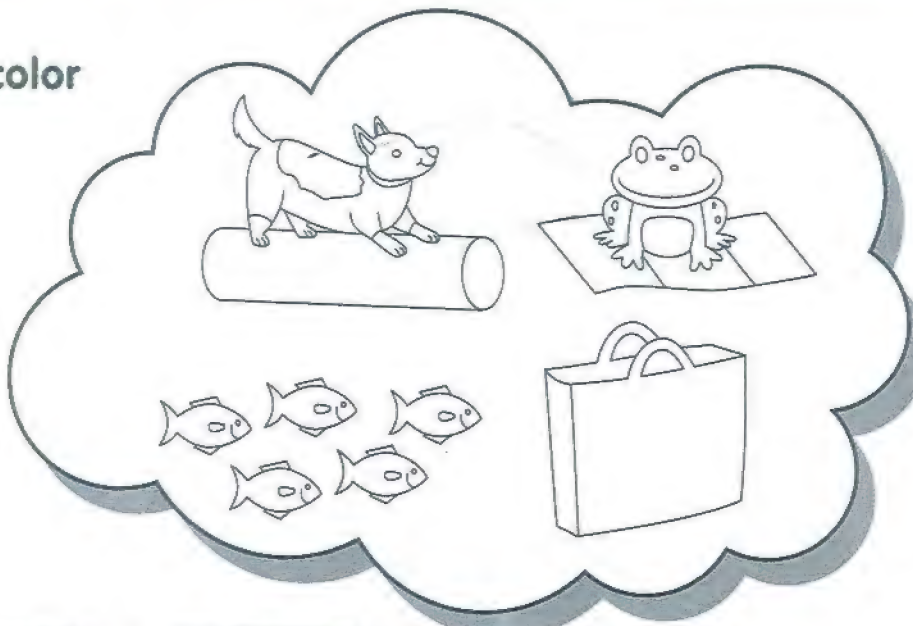
Phonics

Unit  
2



1 Listen and circle f and g. Then color

A dog on a log,  
a frog on a flag.  
Five little fish,  
and a big red bag.



2 Write the words

dog log frog flag five fish big bag

f	1 five	2		
g	1 dog	2	3	4
f and g	1 frog	2		



abcdefghijklmnopqrstuvwxyz





Ff

Gg

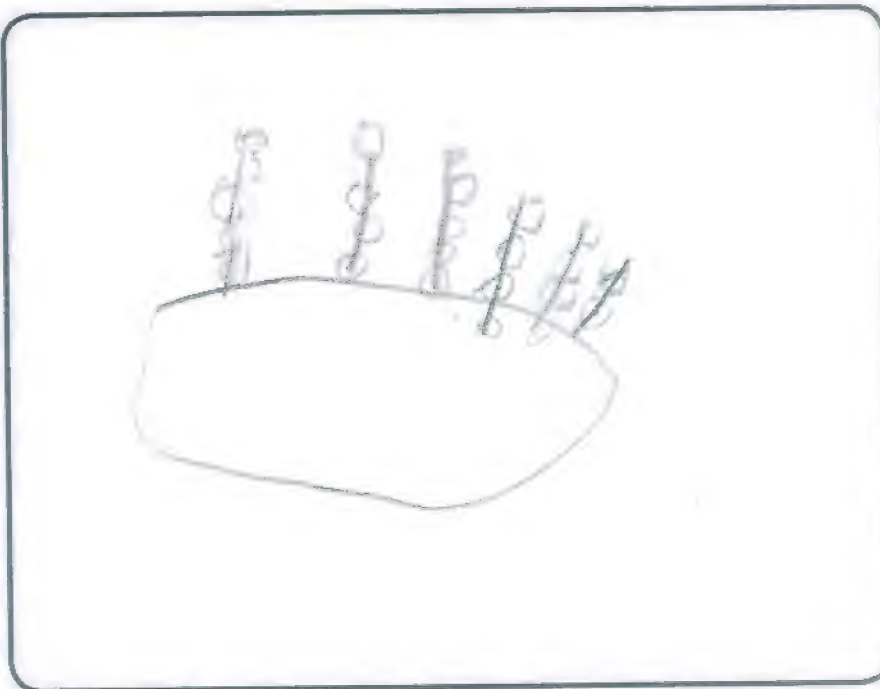
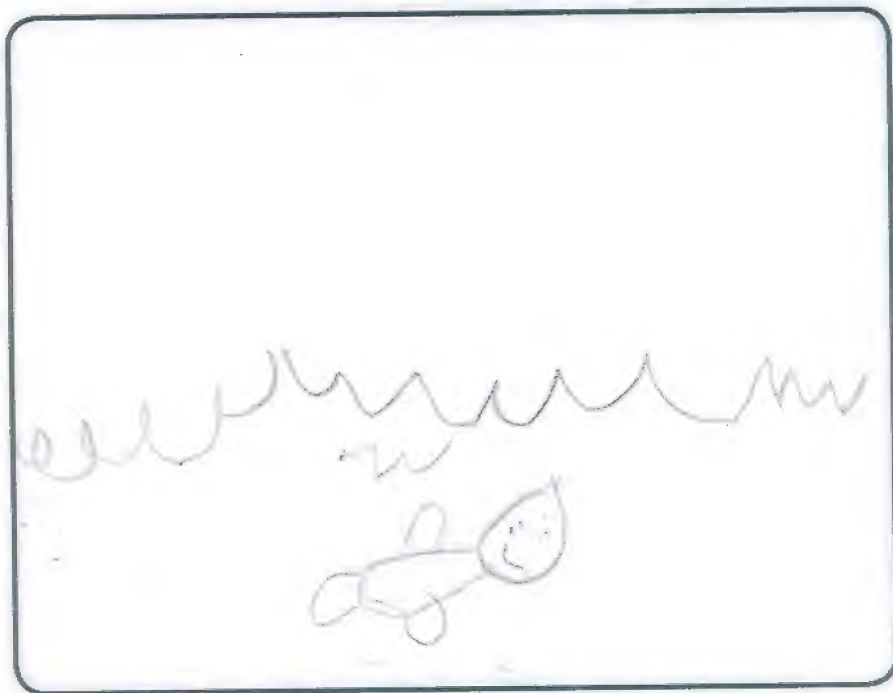
# Learn sounds with Busy Bee!

Handwriting

Unit  
**2**



1 Read, trace and draw



Green fish in the water. Five frogs on a log.



ABCDEFGHIJKLMNOPQRSTUVWXYZ



1 Listen, read and number

① Tidy the chairs.

② Clean the tables.

③ Recycle the plastic.





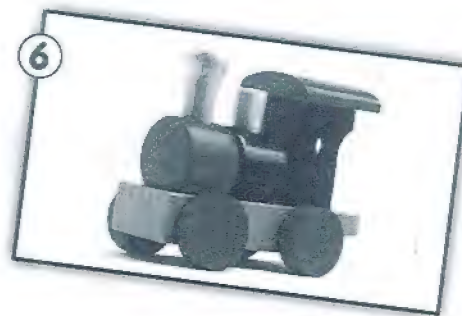
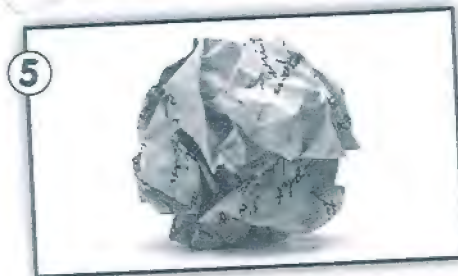
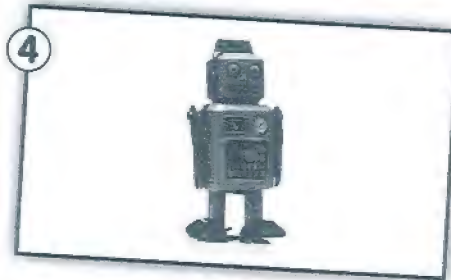
# Let's tidy the classroom

Problem-solving

Unit  
2



Look and match



# Let's clean the house!

Story

Unit  
2



1 Look and trace



2 Write sentences

1



Dina

2



Adam

3



Busy Bee



Dina cleans  
the bedroom.



# We can recycle!

Connect with Science **Unit 2**



1 Cut and stick

P a p e r



2 Trace

P l a s t i c



Go to page 87

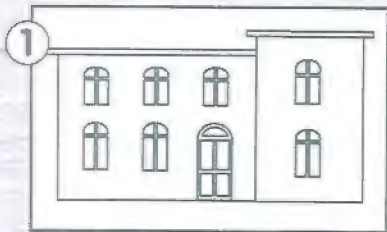
We can recycle.

# My community rings

Project **Unit 2**



1 Look, color and trace



This is my house.



This is my street.



This is my village.



This is my country.



2 Read, draw and share

This is a picture  
of me with my  
community ring.



# Show and tell

Unit review **Unit 2**



1 Read and complete

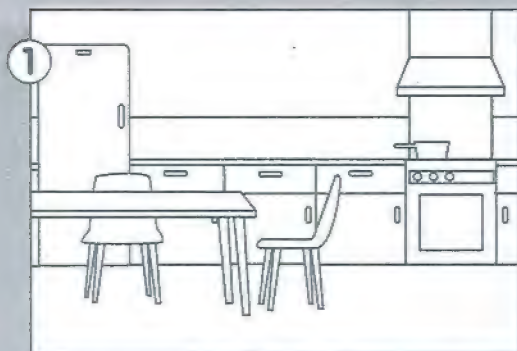
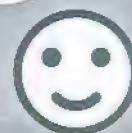


2 Say and color

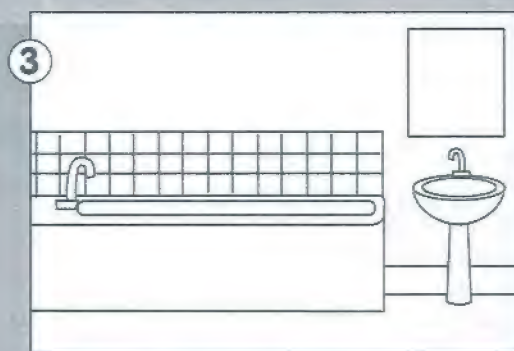


3 Think and color

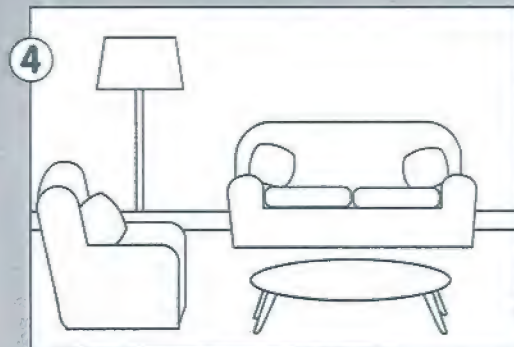
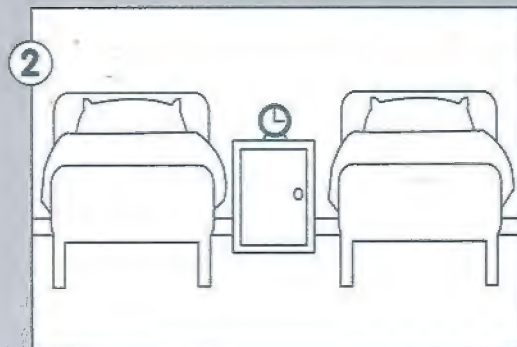
Unit 2



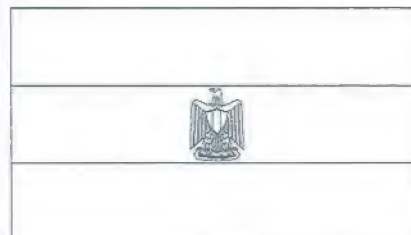
This is my \_\_\_\_\_.



This is my \_\_\_\_\_.



4 Color, cut and stick



Unit 2

Teacher assessment



Go to page 85



# **My little story book**

**(Cut and fold to make a story book.)**



My name: \_\_\_\_\_

## My farm flag

4



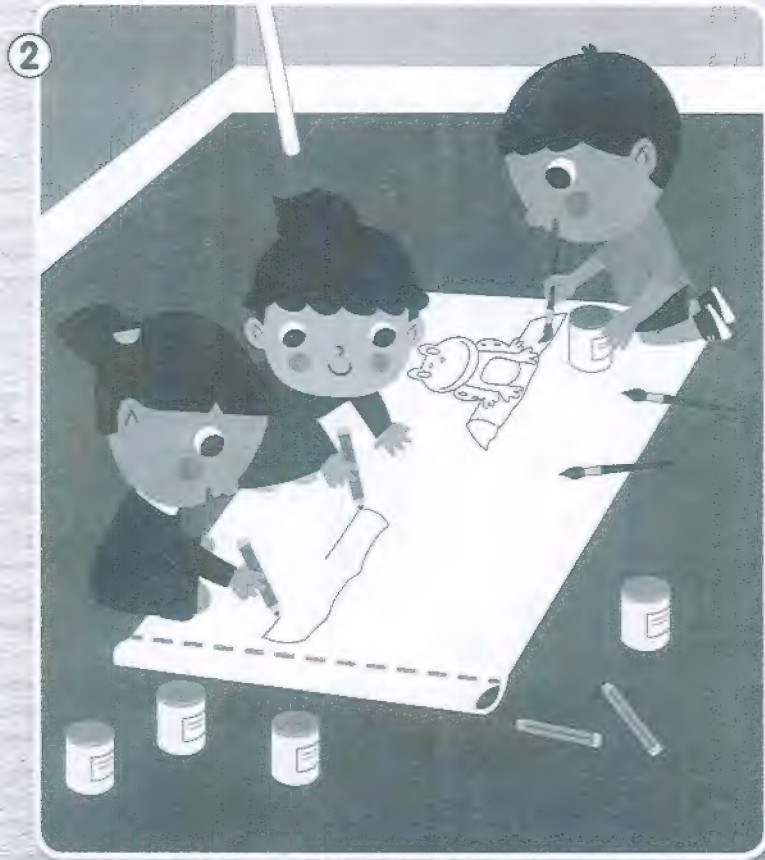
1



Look! A flag and some ink.



fold



The flag is big.



There's a frog on a log.  
There's a goat in a boat.  
There are five fish in the water.



# Theme 2: The world around me



## Let's go outside



1 Find, circle and say



**Language:** It's a (garden). They're (plants).



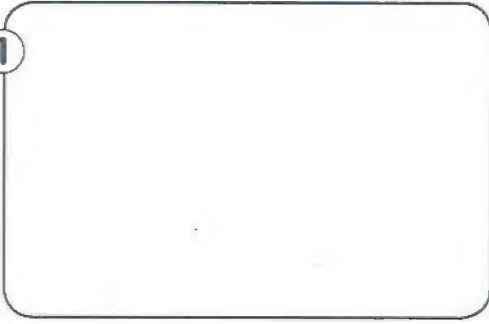


1 Read, trace and draw

Vocabulary

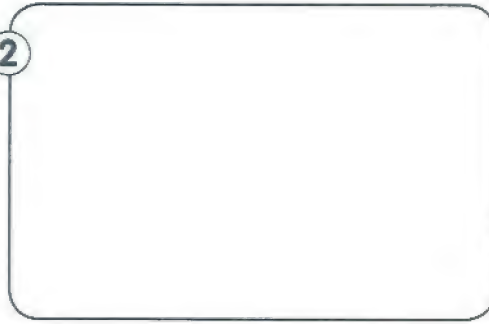
Unit  
3

1



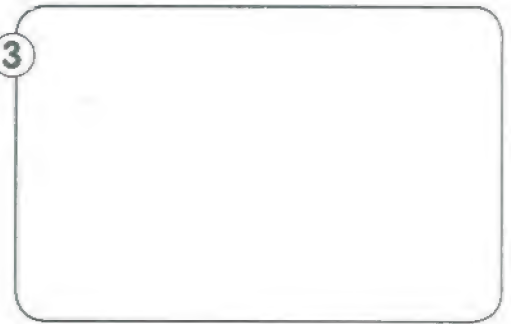
garden

2



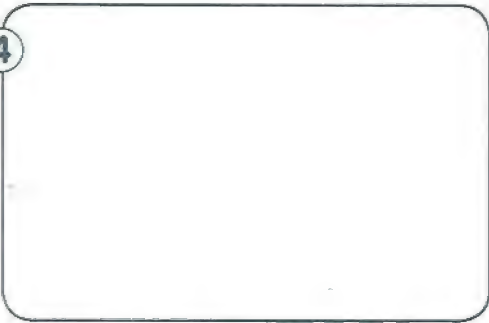
bee

3



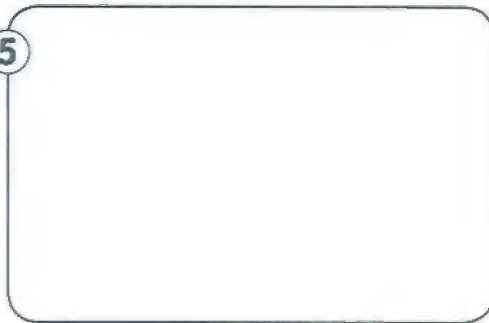
flower

4



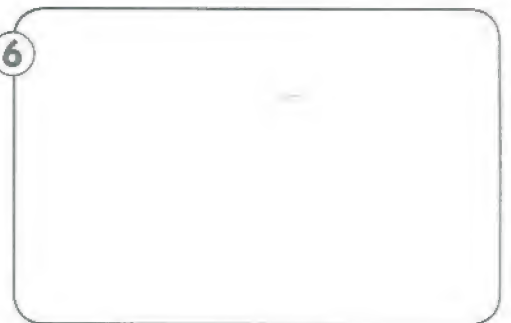
plant

5



butterfly

6



bird

# What are these?



1 Read and trace

① What's this?



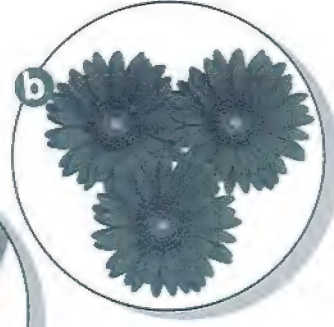
2 Look and complete



a It's a .....

b .....

c .....



a They're .....

b .....

c .....



# The night sky



1 Look, write and color

shadow star moon

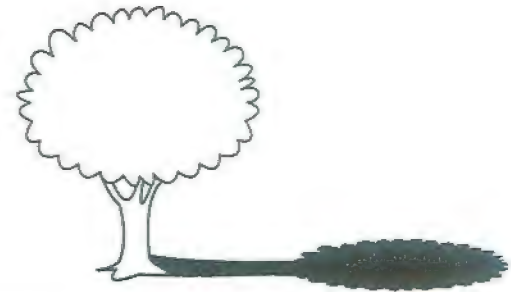
1



2



3



2 Listen, sing and match

1



3



2



4




# The sun in the sky

Connect with Science **Unit 3**



 Cut, color and stick



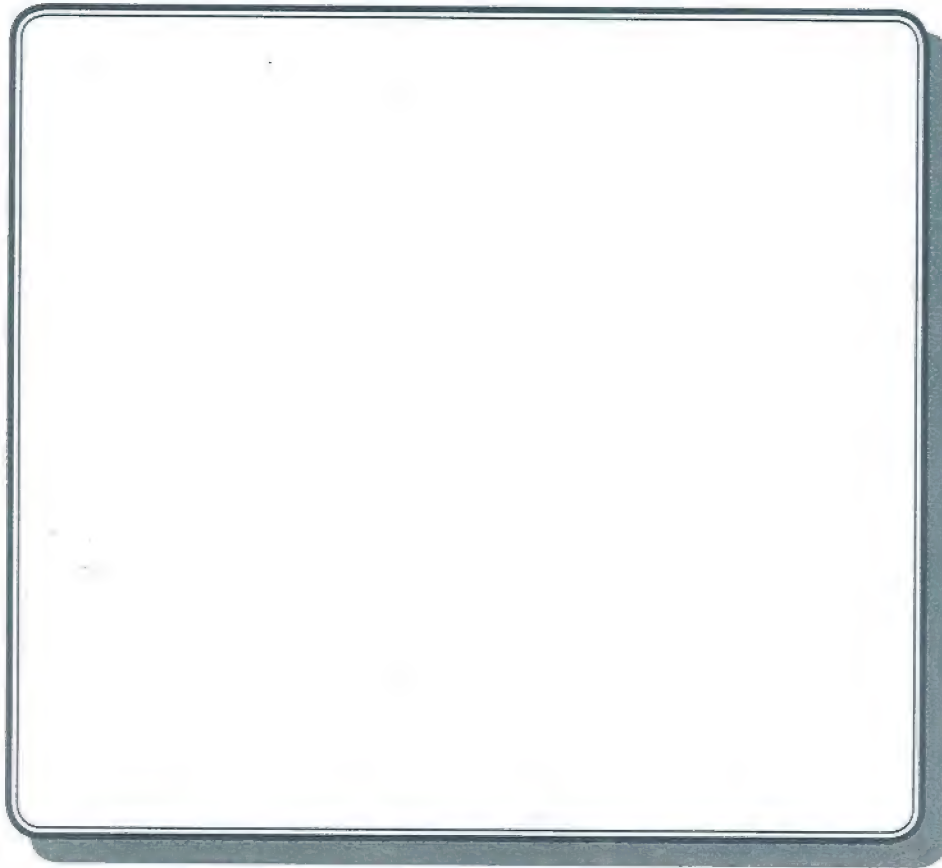
 Go to page 89



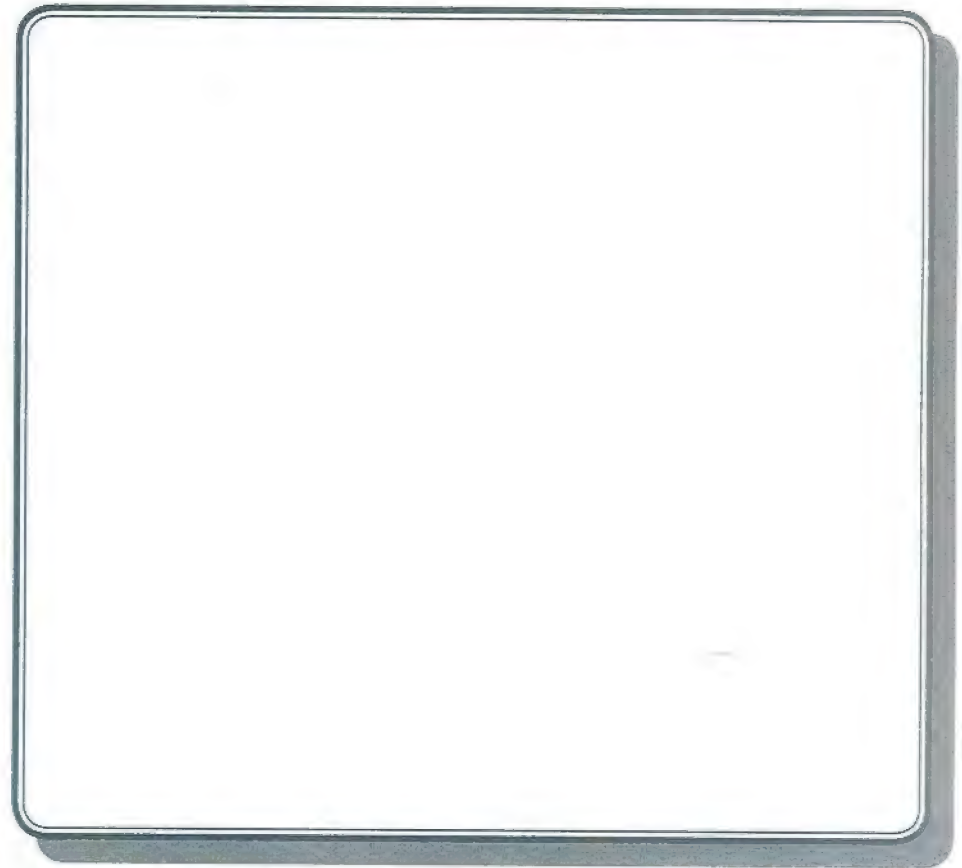
# Near or far?



**1** Read and draw



The sun is near.  
The shadow is big.



The sun is far.  
The shadow is small.

# My day

Language use **Unit 3**



**1** Draw and write



In the morning I .....

At night I .....



# My day



1 Look and act



Language: get up, go to (school), eat (breakfast).



Ll Xx Yy

# Learn sounds with Busy Bee!

Phonics Unit 3



1 Listen and choose



l/x/y



l/x/y



l/x/y



l/x/y



L/x/y



l/x/y



l/x/y



abcdefghijklmnopqrstuvwxyz

Phonics: the i, x and y sounds





Ll Xx Yy

# Learn to write with Busy Bee!

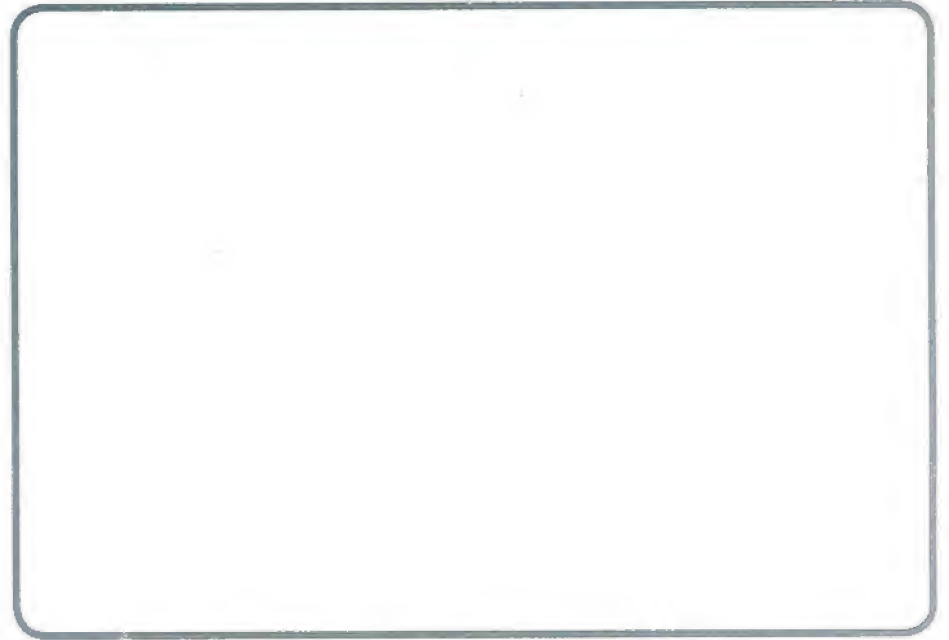
Writing Unit  
3



1 Trace, read and draw



A fox in a box.



Yunis has six  
yellow lemons.



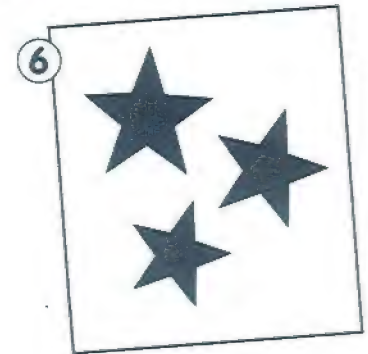
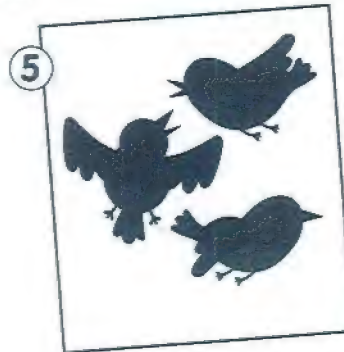
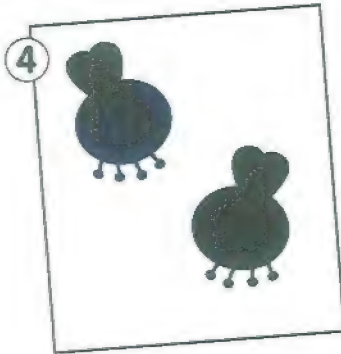
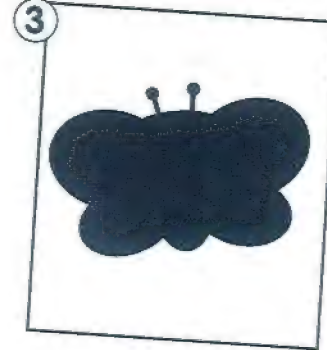
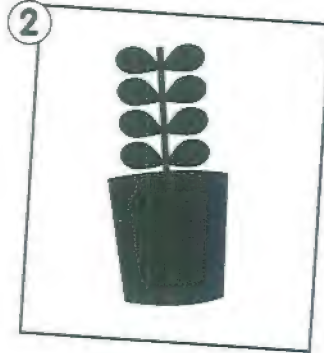
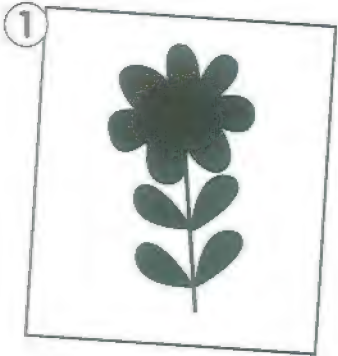
ABCDEFGHIJKLMNOPQRSTUVWXYZ

# Matching shadows

Language use **Unit 3**



1 Cut, color and stick



2 Ask and answer



Go to page 91

**Language :** What's this? / What're these?

This is a (star). / These are (butterflies).



# Shadows

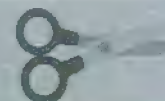
Connect with Art

Unit  
3



1 Look and make

You need:



1



2



3



4



2 Trace

This is Busy Bee's shadow.



Go to page 91

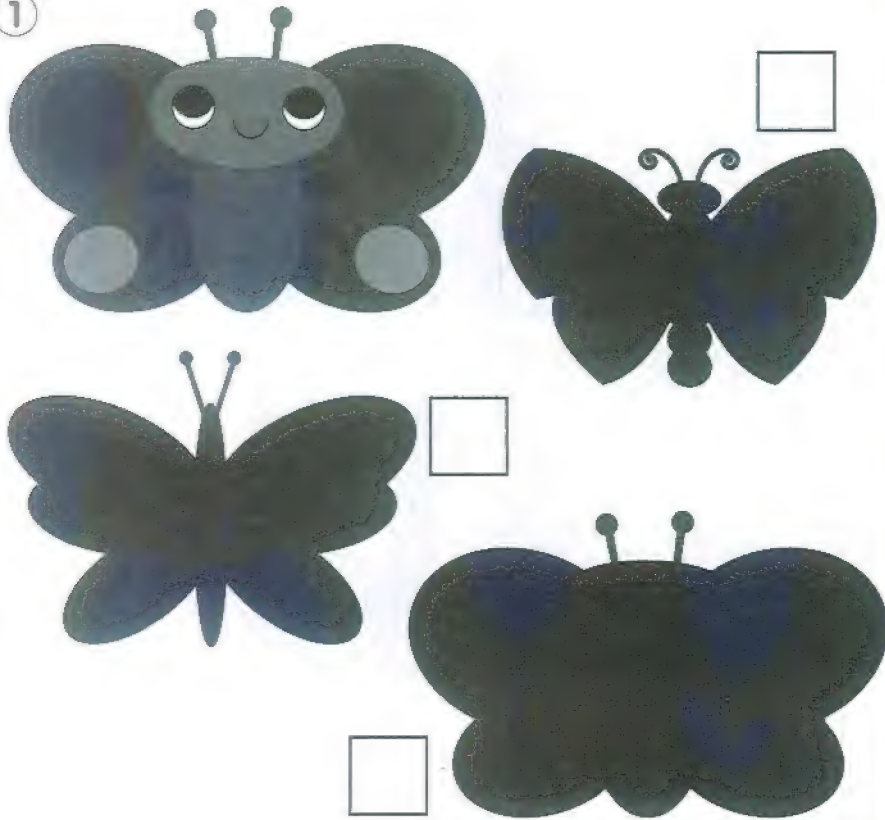
# It's my shadow!

Story **Unit 3**

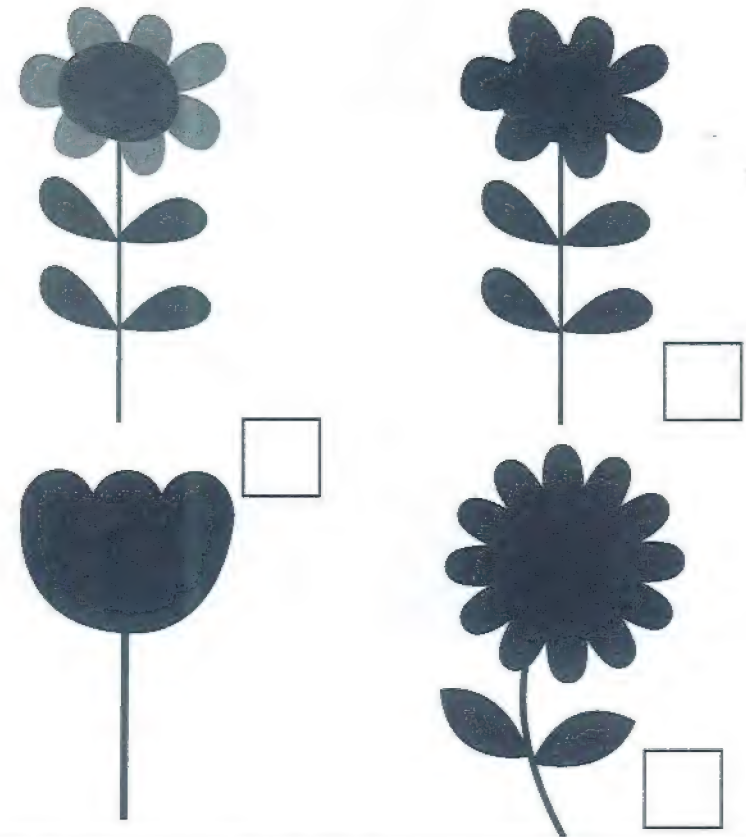


Look and tick

①



②



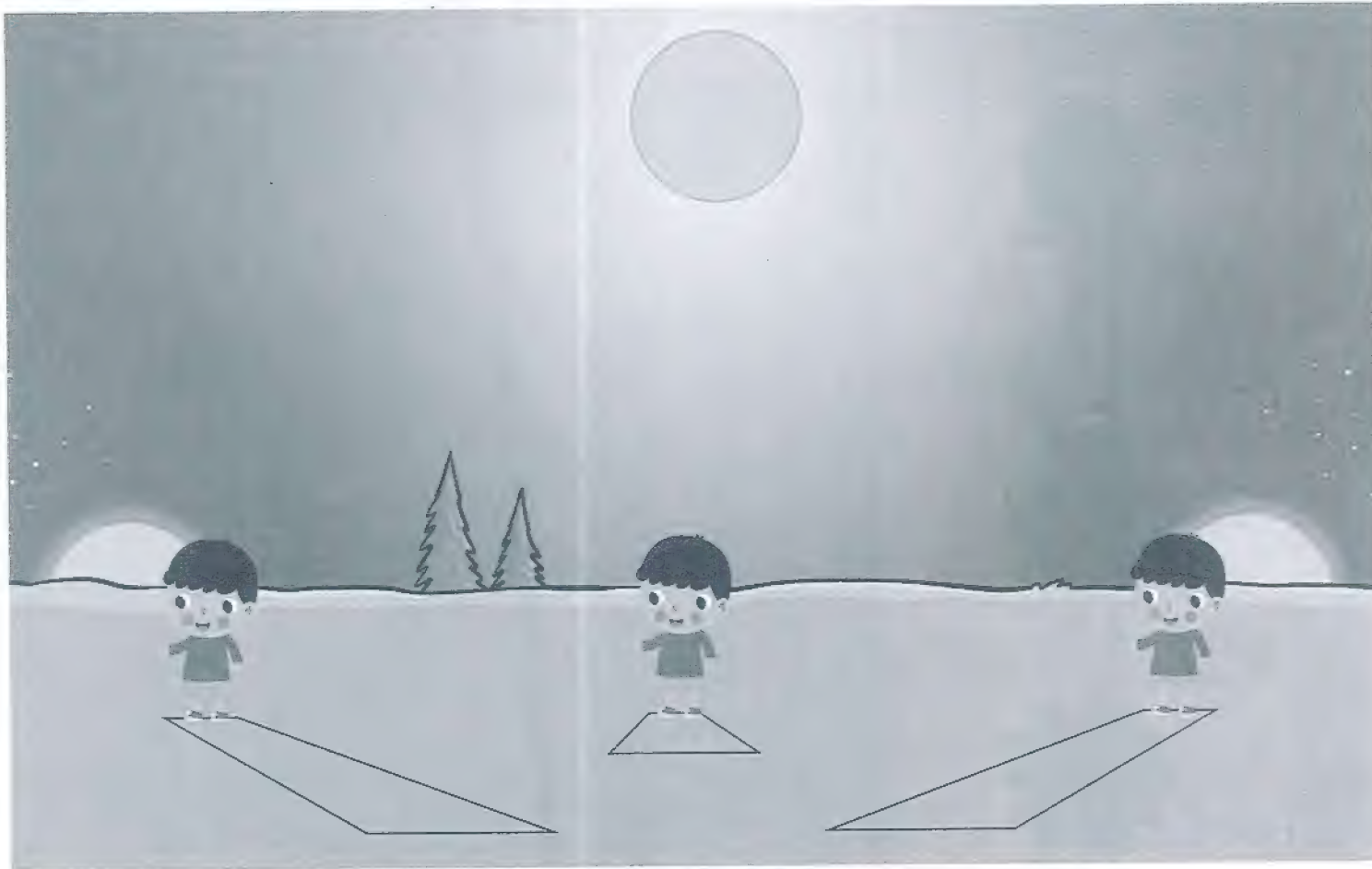




1 Look and draw



2 Ask and answer



Why is the shadow big?  
Why is the shadow small?

# A shadow picture

Project **Unit 3**



1 Look and say

1



2



3



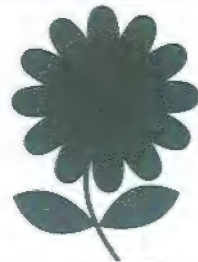
4



5



6



2 Draw or stick, and share

This is a picture  
of me with my  
shadow picture.



# Show and tell

Unit review

Unit  
3



1 Look, do and say



Language : *It's a bird.*

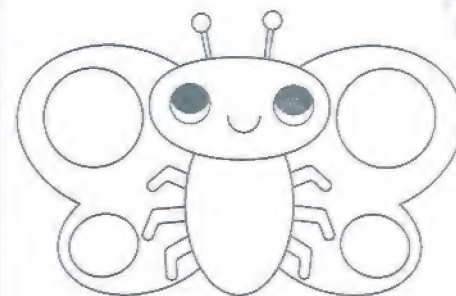


2 Think and color

Unit 3



3 Color, cut and stick



Unit 3

Teacher assessment

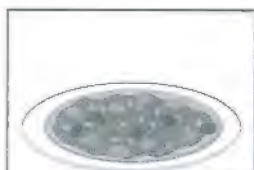


Go to page 85

## It's a party!



Find and number



1



1 balloon

2 cake

3 decoration

4 ice cream

5 orange juice

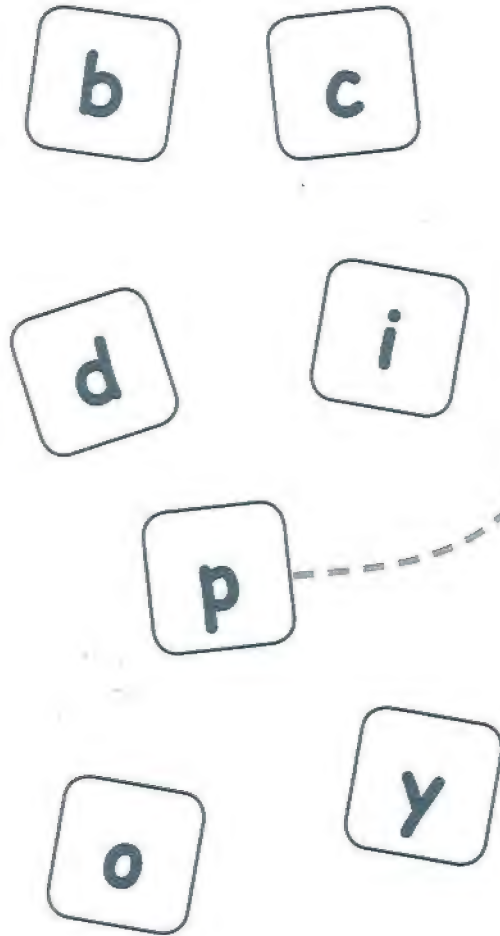
6 pizza

7 yogurt

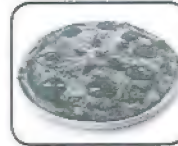




1 Match and write



pizza



\_alloon



\_ake



\_ogurt



\_range juice



\_ce cream



\_ecoration



pizza

# Let's be polite!

Values **Unit 4**



1 Look, order and write

1



have please? Can pizza, some I

2



you here yes, are.



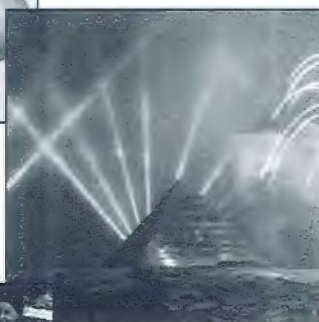
# Celebrations



Look and trace



Eid al Fitr



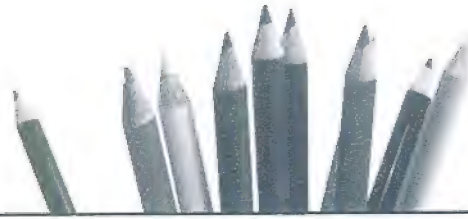
New Year



Sham el Nessim



Christmas



1 Read, write and draw

I like celebrating .....



# Let's count

Connect with Math

Unit  
**4**

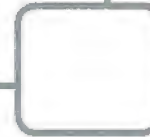
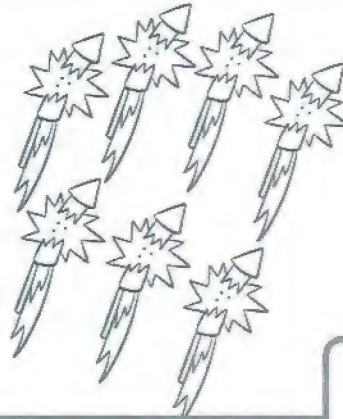


1 Count and color

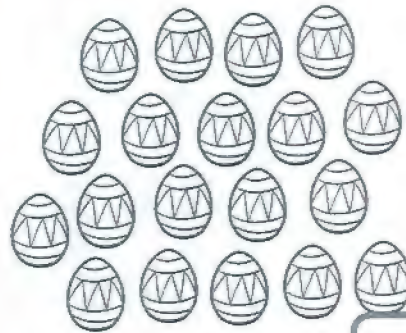
1



2



3



4



# It's time to celebrate!

Vocabulary

Unit  
**4**



Look, read and choose



eat / invite



arrive / invite



set up / clean up



set up / arrive



clean up / eat



# A party



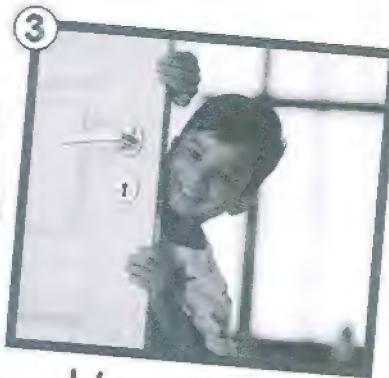
1 Read and match



She invites



He sets up



He arrives



She eats



He cleans up

a at the party.

b ice cream.

c after the party.

d her friends.

e the decorations.



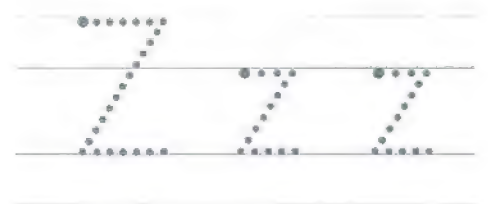
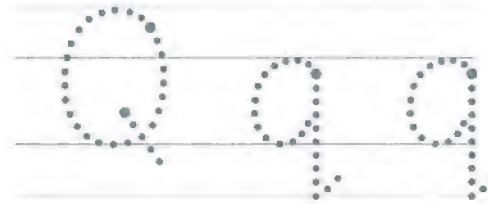
QqVvZz

# Learn sounds with Busy Bee

Phonics **Unit 4**



1 Listen and match. Then trace and say



abcdefghijklmnopqrstuvwxyz





# QqVvZz Learn to write with Busy Bee!

Reading  
and writing

Unit  
**4**



1 Read, trace and write

van

question

zoo

The vet is in the



The zebra is in the



The Queen asks a



ABCDEFGHIJKLMNOPQRSTUVWXYZ

# Let's decorate!

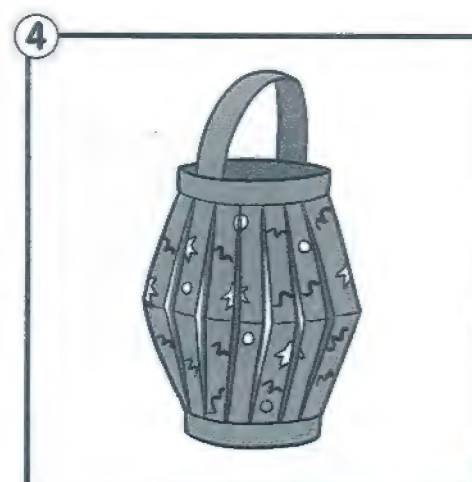
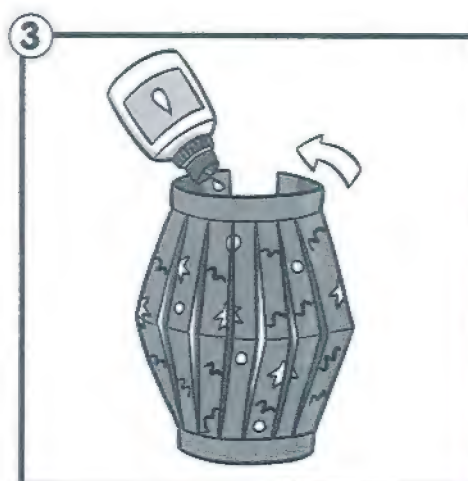
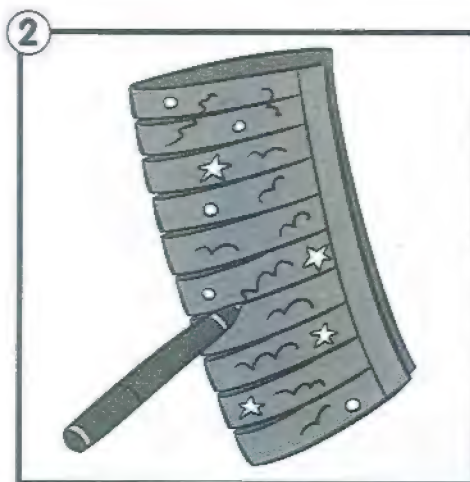
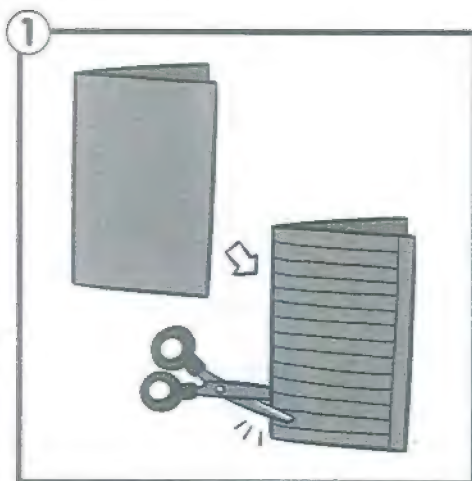
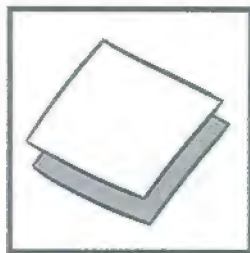
Connect with Art

Unit  
4



1 Look and make a lantern

You need:

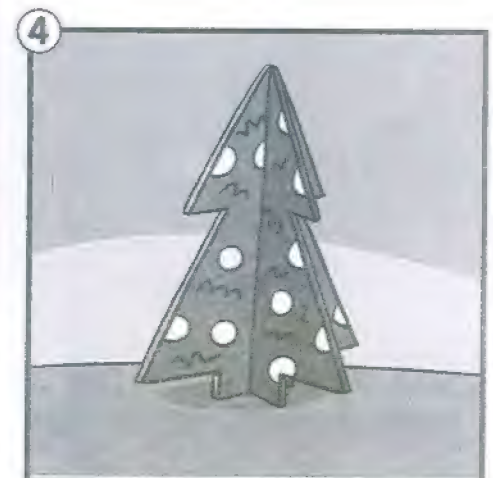
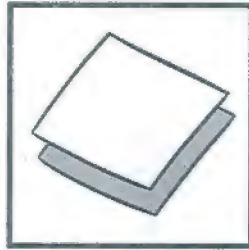






Look and make a christmas tree

You need:



# The birthday party

Story **Unit 4**



1 Listen, cut and stick

①

②

③

④

⑤

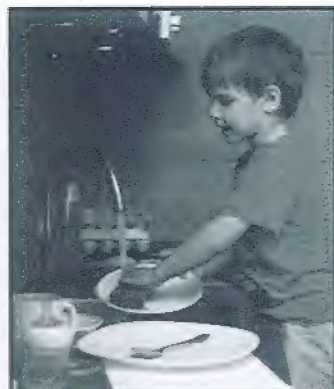
⑥



# Let's help!



1 Look and put a (✓) or a (X)

☐☐☐☐

2 Read and draw

I help my family

# A cake model

Project **Unit 4**



1 Color and say



2 Draw or stick and share

This is a picture of me with  
my cake model.

Language: *It's my cake.*

Project: A cake model



# Show and tell

Unit Review **Unit 4**



1 Look and say

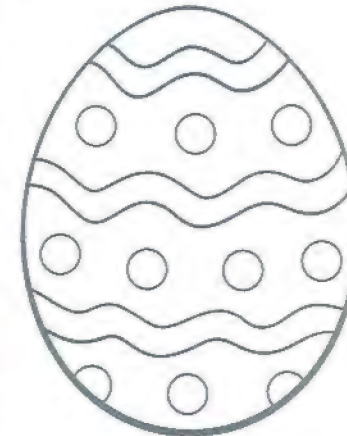


2 Think and color

Unit 4



3 Color, cut and stick



Unit 4

Teacher assessment



Language: Happy (Sham el Nessim)!



Go to page 85



# **My little story book**

**(Cut and fold to make a story book.)**



What's this?



It's a fox in a box!

fold

My name: \_\_\_\_\_

## The zoo

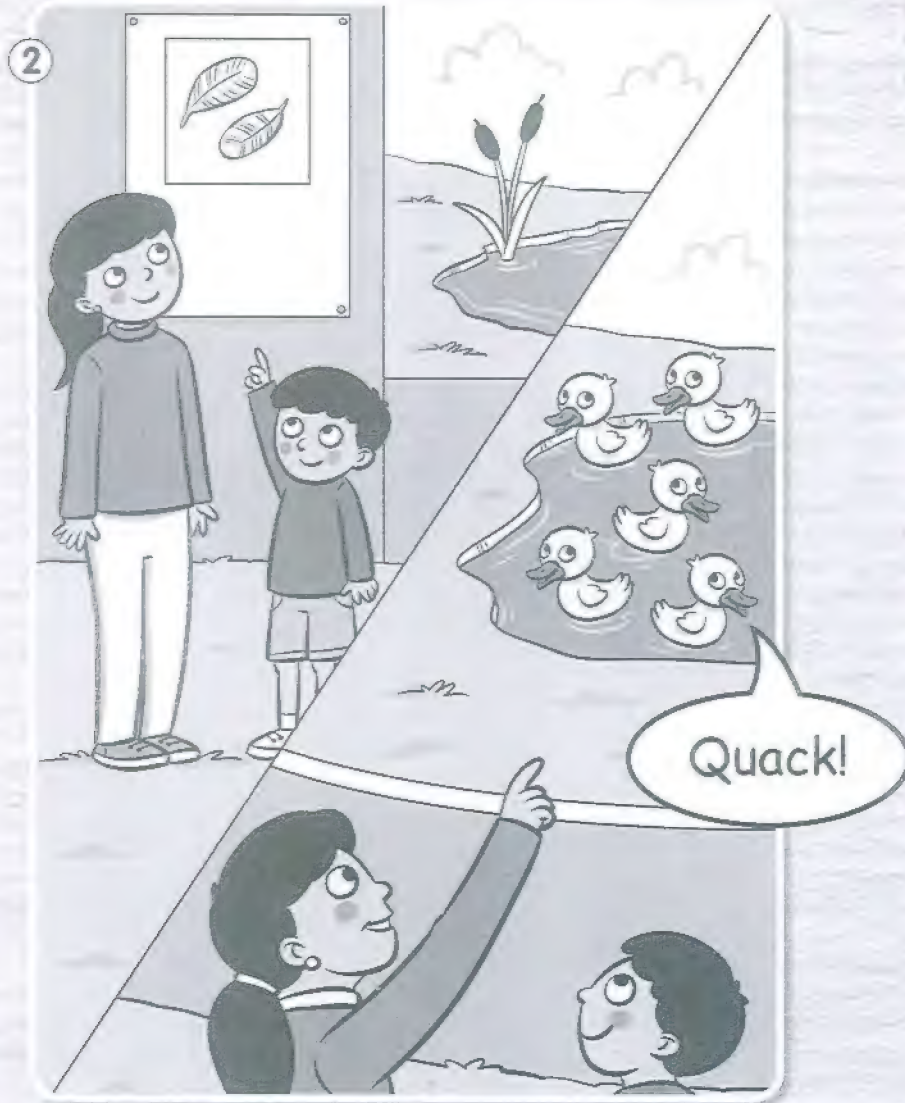
What's this?



It's a zebra.



What are these?



They're yellow ducks.

What's this?

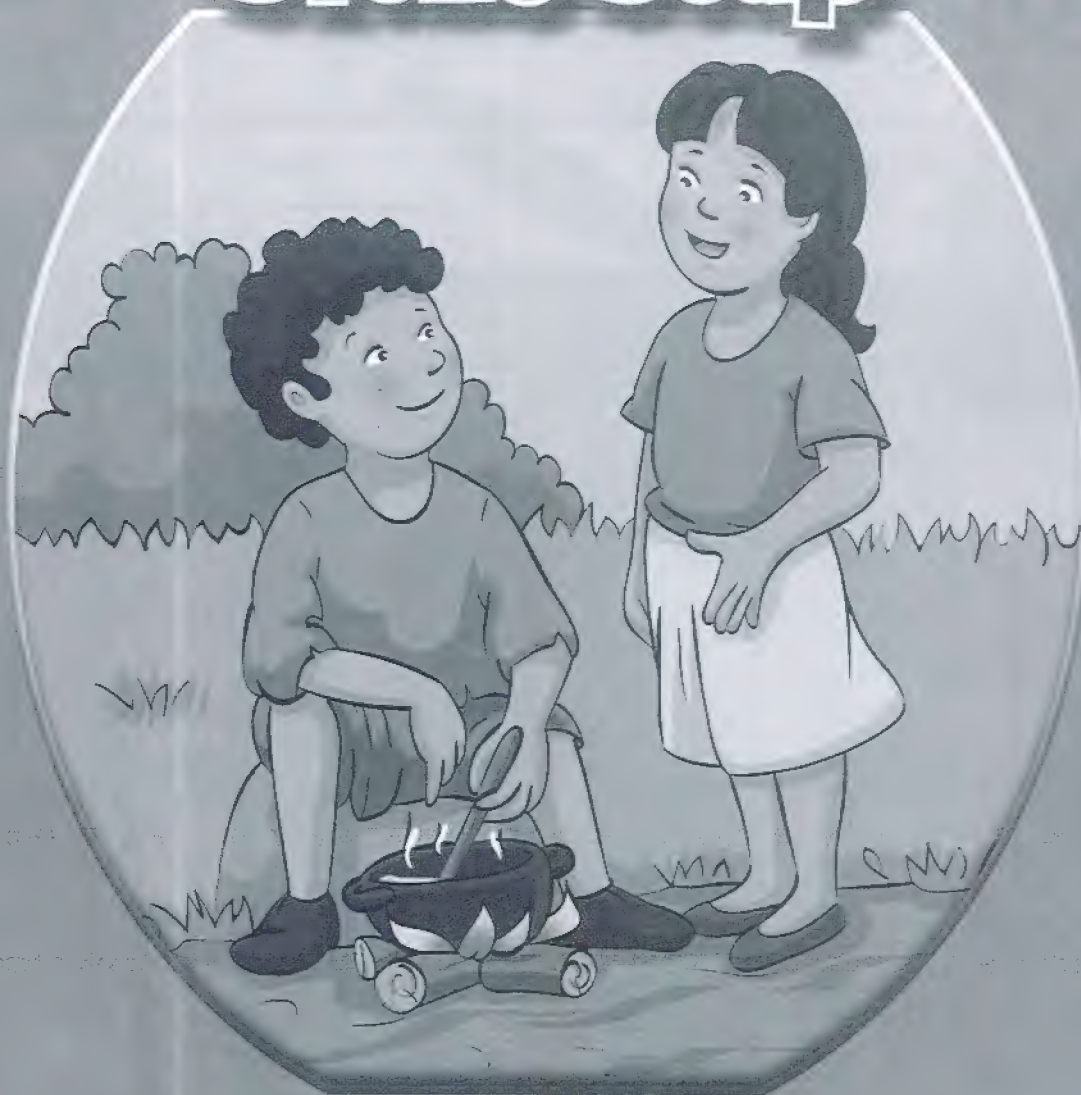


It's a bee.

fold



# Stone Soup



**By Nicola Gardner**

**Illustrated by Iole E Rosa**

# Stone Soup



Look and write

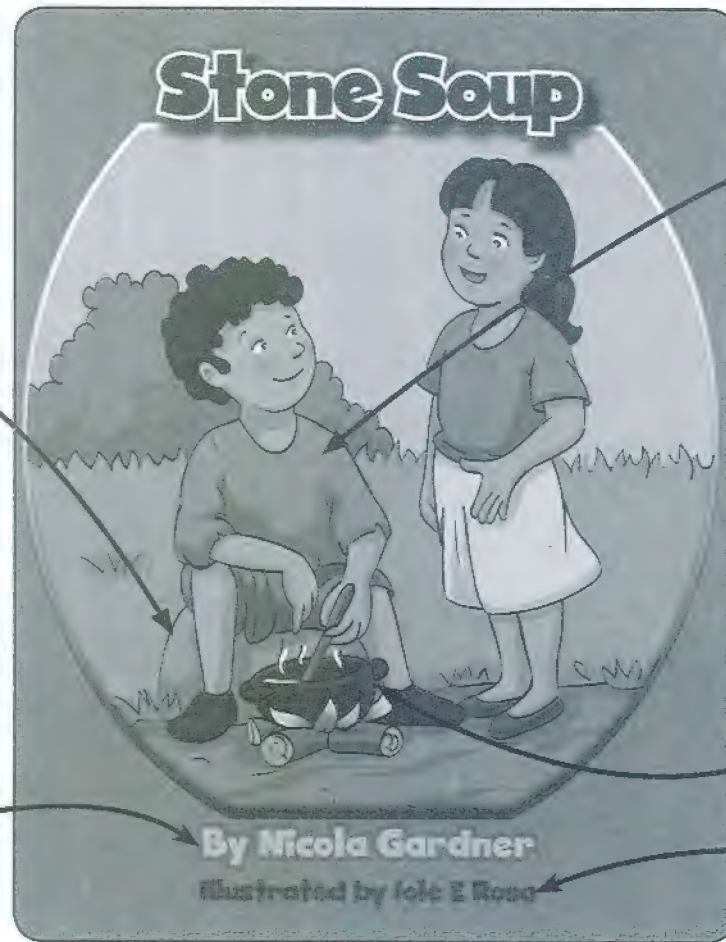
illustrator

stone

pot

boy

author



.....

.....

.....

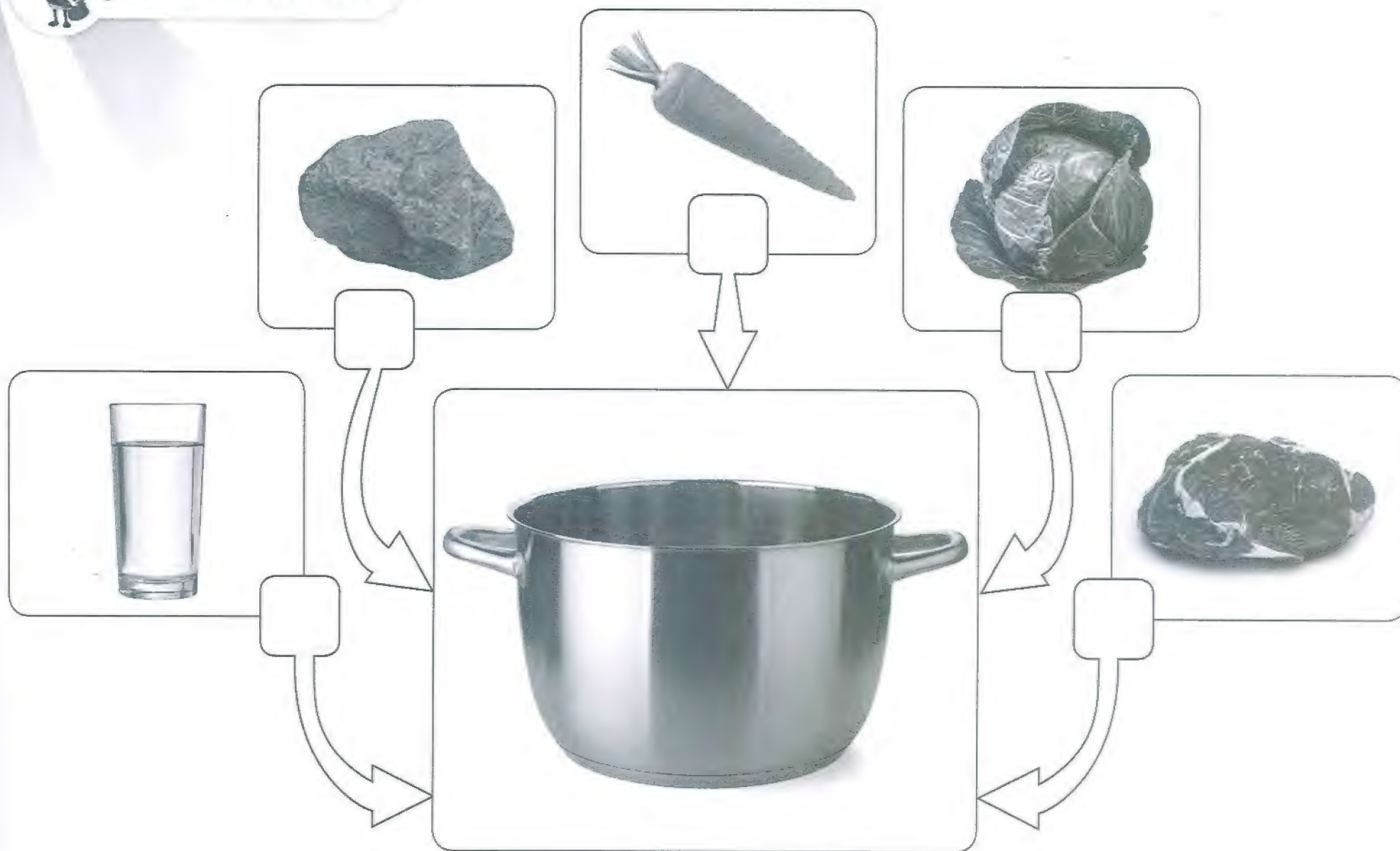
.....

.....





Look and number





1 Look and read



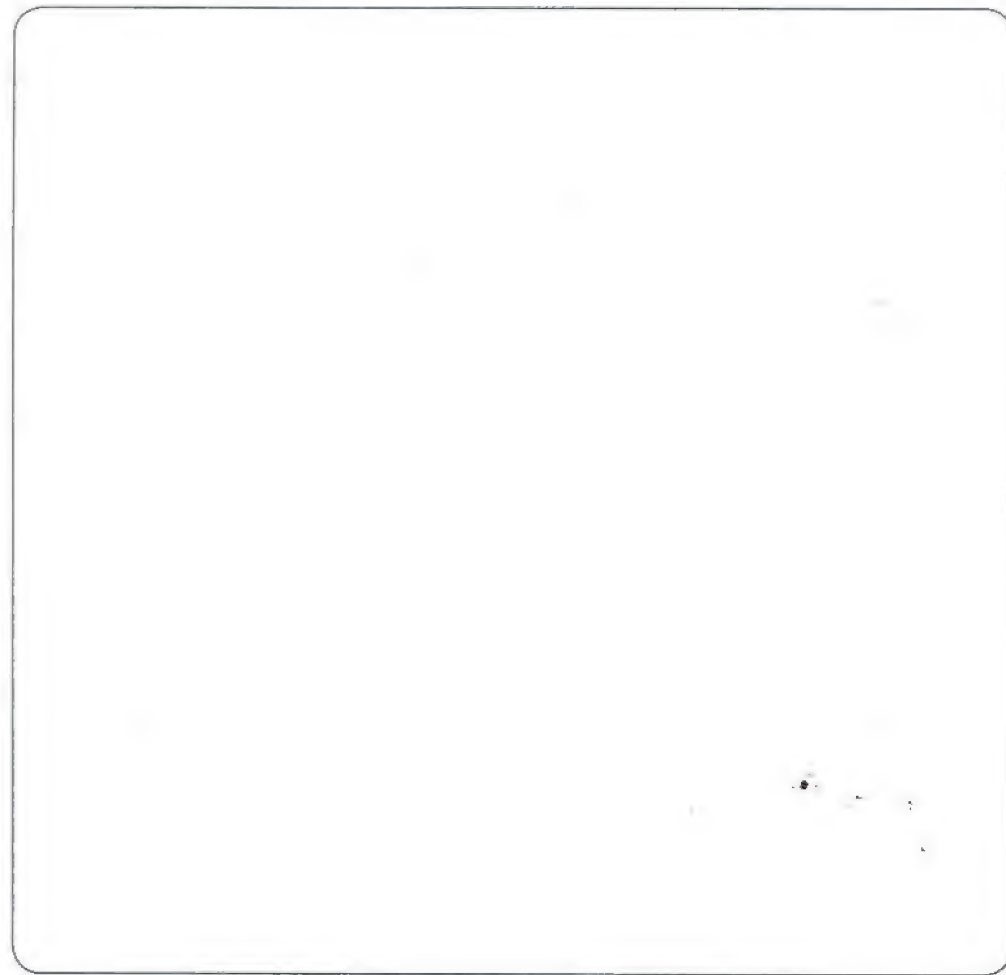
2 Draw your stone soup



3 Trace



It's yummy!



This is my soup.





# Review I

## Review Vocabulary I



Point and say. Circle the odd one out

1



2



3



4



Revision of vocabulary from units 1-4



1 Listen and choose. Then say and play

1



10

☐



12


☐


2


☐


☐

3


☐


☐

4


☐


☐

5


☐


☐

6


☐

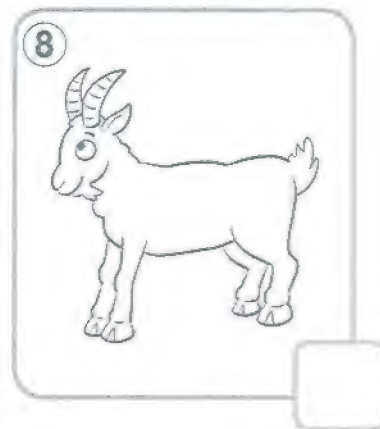
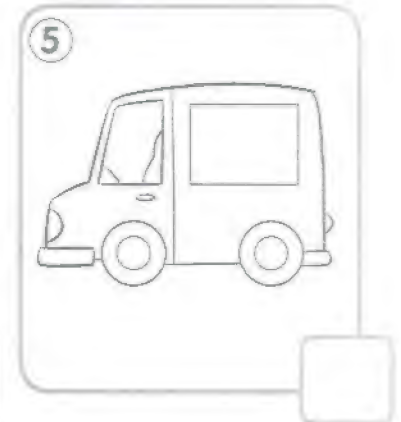
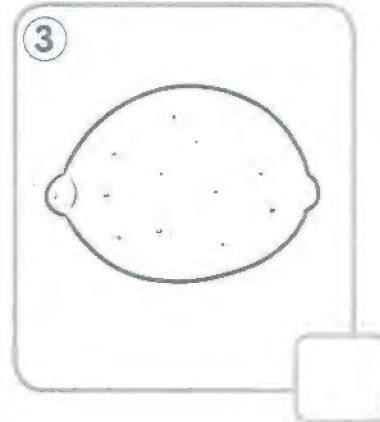
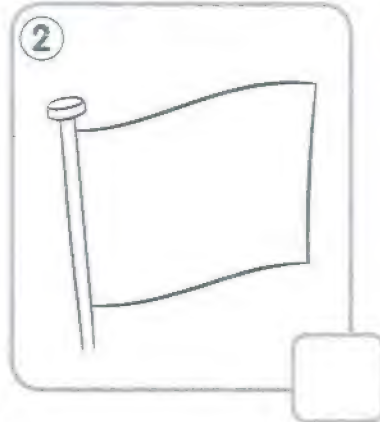
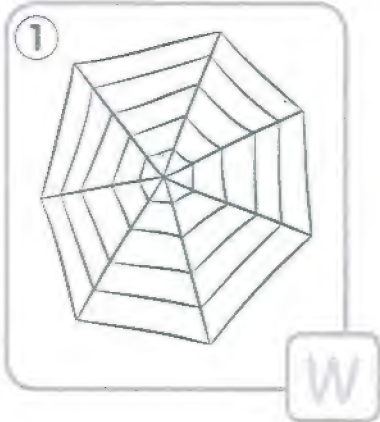

☐





1 Listen and write. Color, think and say

k w g f l y x q v z



Revision of sounds from units 1-4

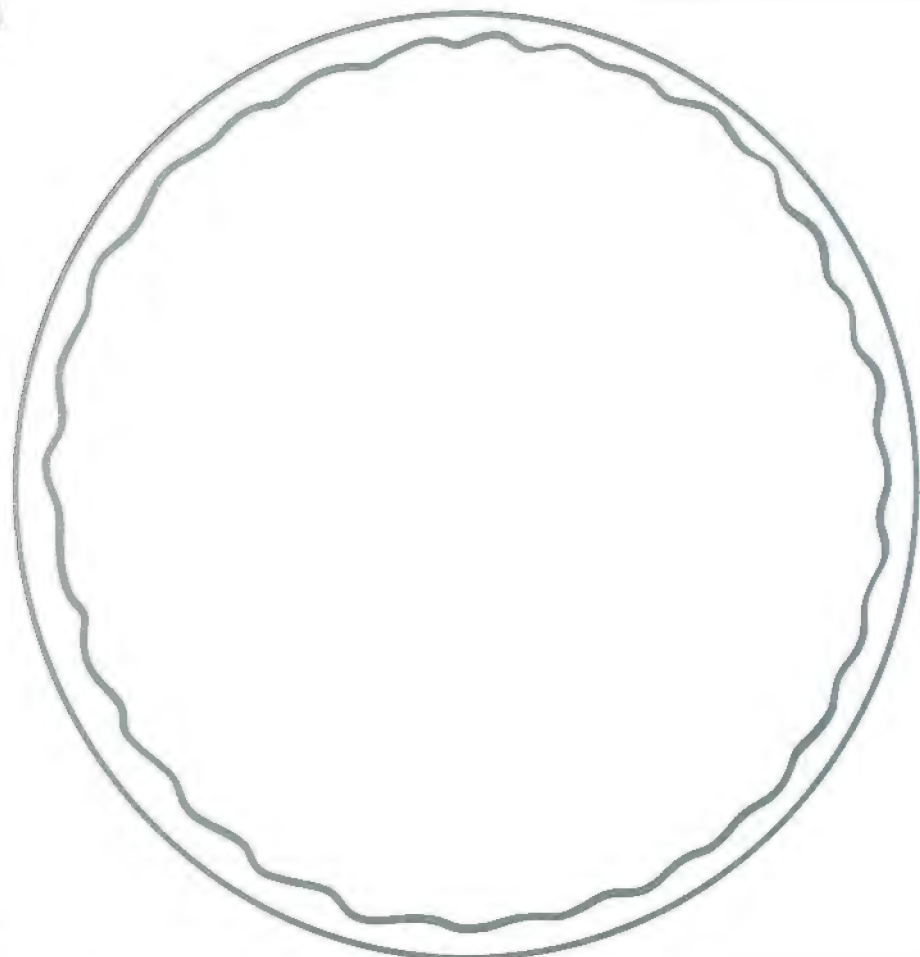


1 Cut and stick, draw and color



2 Point and say

1



2



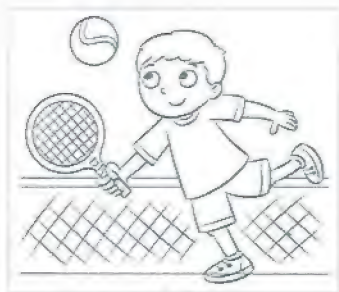
Go to page 95

Revision of language and vocabulary from units 5–8





Unit1 I can jump







**Unit 4 It's a party**



**Unit 3 Let's go outside!**



**Unit 2 My community**



**Unit 1 I can jump!**







Unit 2 My community







Unit 3 Let's go outside!



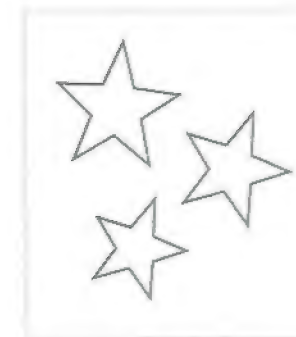
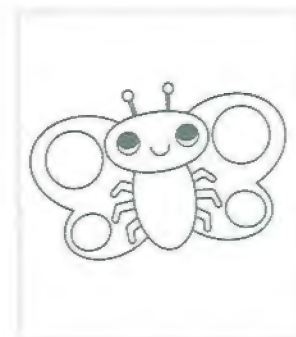
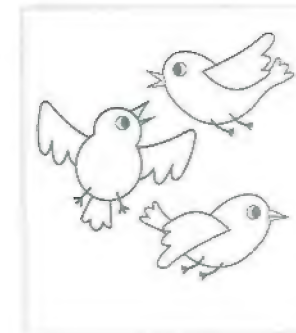
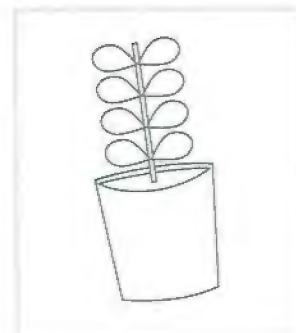
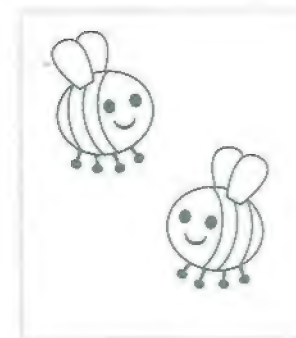
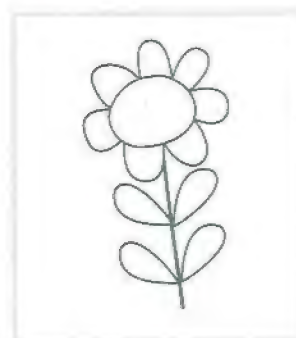




Unit 3 Let's go outside!



Unit 3 Let's go outside!







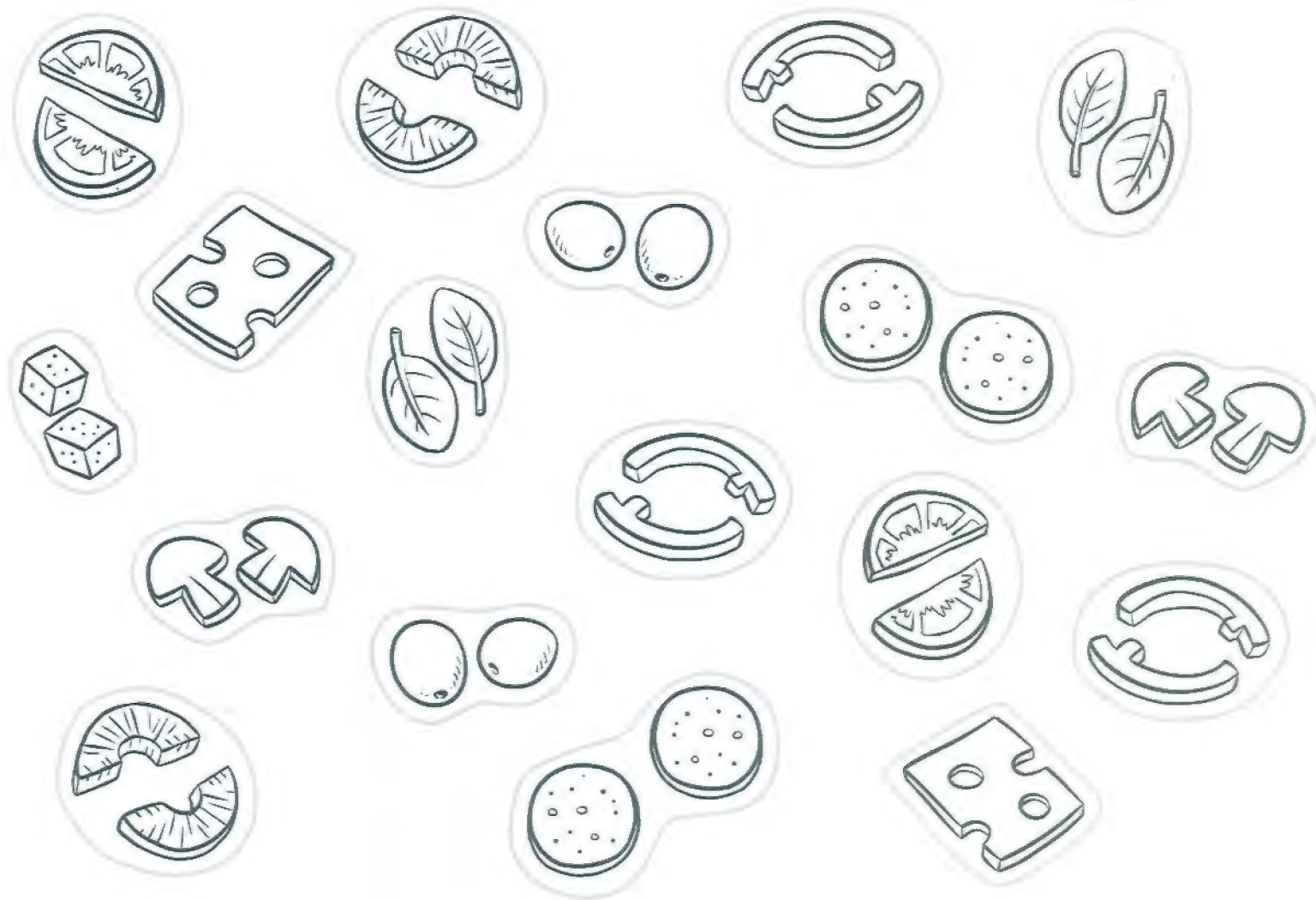
Unit 4 It's a party!



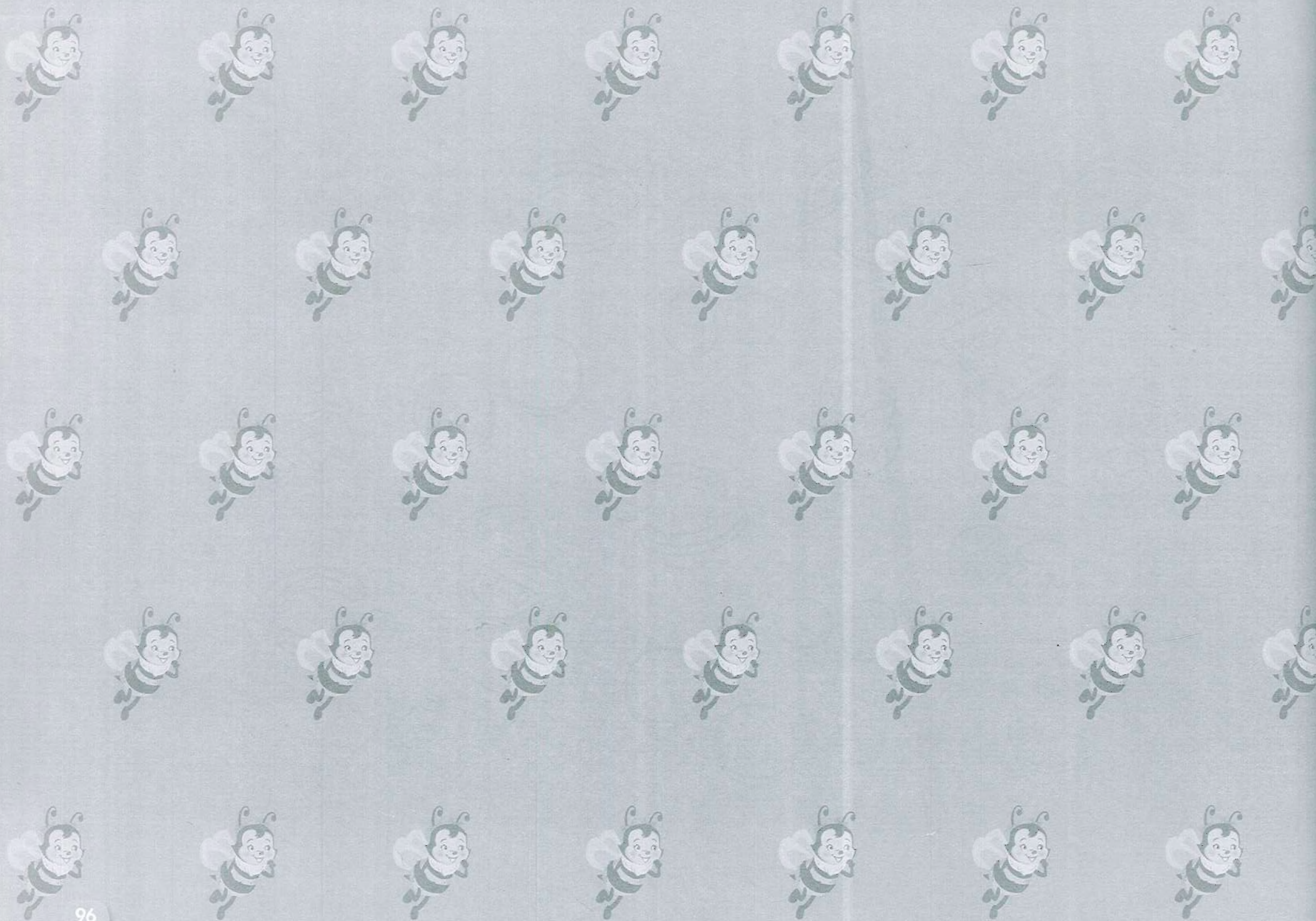


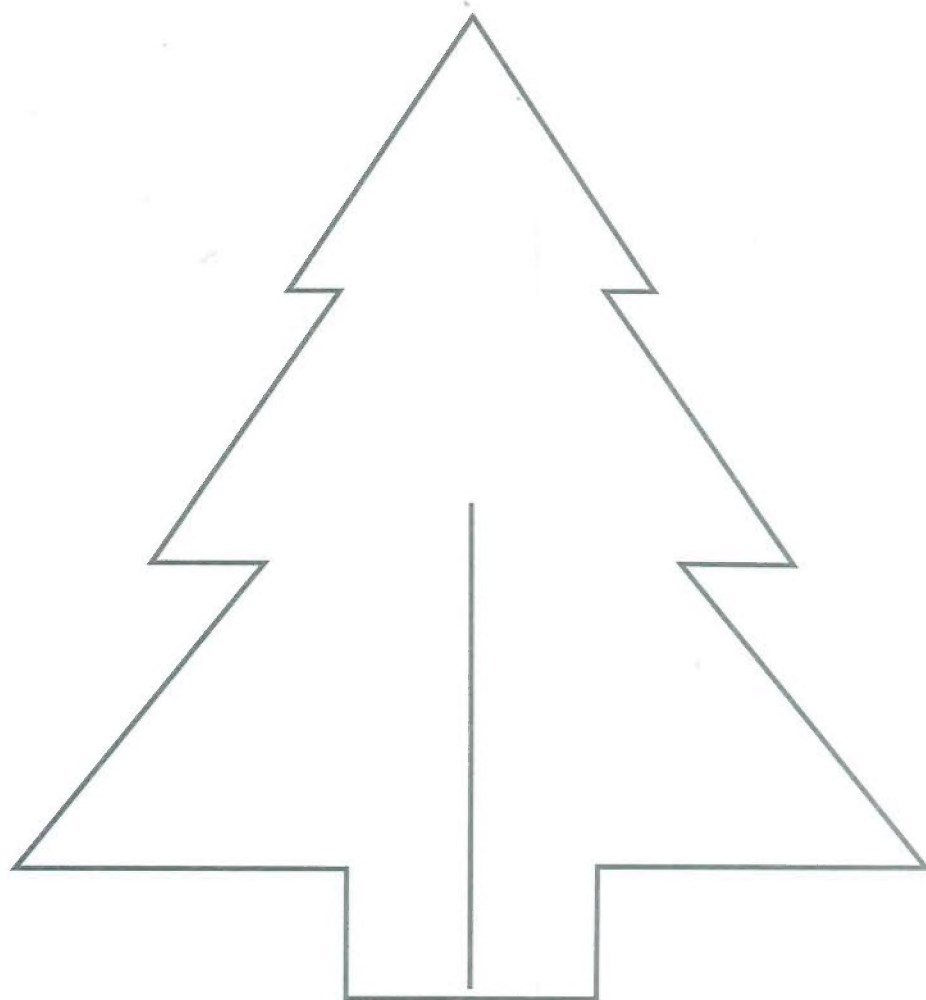
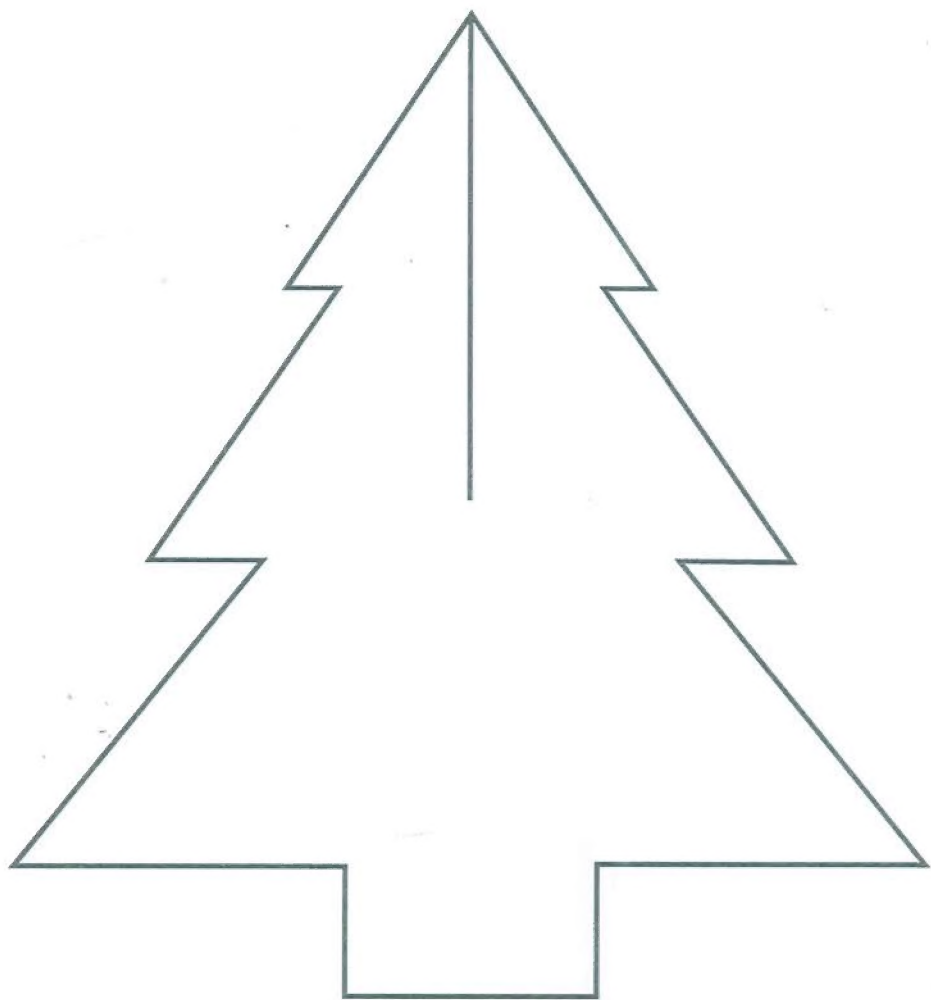


Review 1











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